

Nassau County School District

BRYCEVILLE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission at Bryceville Elementary School is to provide an environment where each student will aspire to be a life-long learner and responsible citizen.

Provide the school's vision statement

At Bryceville Elementary School, we are committed to creating an environment that successfully prepares students to achieve academic excellence.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tammy Smith

Position Title

Principal

Job Duties and Responsibilities

Coordinates administrative oversight and plans for all phases of instructional leadership for the school including educational programming, administration, budgetary planning, discipline and counseling services.

Leadership Team Member #2

Employee's Name

Elizabeth Sawicki

Position Title

Literacy Coach

Job Duties and Responsibilities

School Advisory Counsel Chairperson

Leadership Team Member #3

Employee's Name

Sue Butler

Position Title

2nd Grade Teacher

Job Duties and Responsibilities

Primary Building (Grades K-2) Lead

Leadership Team Member #4

Employee's Name

Blanche Powell

Position Title

1st Grade Teacher

Job Duties and Responsibilities

Primary Building (Grades K-2) Lead

Leadership Team Member #5

Employee's Name

Julie Davis

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Intermediate Building (Grades 3-5) Lead

Leadership Team Member #6

Employee's Name

Latashia Davis

Position Title

4th Grade Teacher

Job Duties and Responsibilities

Intermediate Building (Grades 3-5) Lead

Leadership Team Member #7

Employee's Name

Jessica White

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bryceville Elementary School Advisory Council meets every other month (five times per year) to assist in developing and evaluating the school improvement plan. SAC members discuss relevant data including academics, discipline, attendance and barriers.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

School-wide data will be reviewed for each grade level, subject, and teacher. Principals will hold data chats with the Literacy Leadership team, grade level teams, departments, and individual teachers. All data outcomes are also presented and discussed with the School Advisory Council. Stakeholder work collaboratively to identify problem areas, develop improvement strategies, monitor improvement, and make change as necessary when new data becomes available.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	6.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	12	5	8	5	8	4	0	0	0	42
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in English Language Arts (ELA)	0	3	1	1	0	1	0	0	0	6
Course failure in Math	0	1	1	1	5	1	0	0	0	9
Level 1 on statewide ELA assessment	0	5	2	3	1	1	0	0	0	12
Level 1 on statewide Math assessment	0	3	3	1	1	0	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	2	2	3						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	1	0	2					3

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	2	1	5	2				13

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	2	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	5	5	7	12	3	10				42
One or more suspensions		1			1	1				3
Course failure in ELA		2			1					3
Course failure in Math				1	3	3				7
Level 1 on statewide ELA assessment				4	1					5
Level 1 on statewide Math assessment				1	1					2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	2	4	6						18

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1		1	2	2				7

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1		5	3					10
Students retained two or more times				1	1					2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	74	69	57	77	69	53	71	69	56
ELA Grade 3 Achievement **	79	69	58	70	70	53			
ELA Learning Gains	57	65	60				69		
ELA Learning Gains Lowest 25%	53	57	57				62		
Math Achievement *	89	74	62	90	77	59	80	53	50
Math Learning Gains	79	72	62				82		
Math Learning Gains Lowest 25%	76	65	52				83		
Science Achievement *	79	65	57	93	69	54	84	81	59
Social Studies Achievement *								70	64
Graduation Rate								70	50
Middle School Acceleration								65	52
College and Career Readiness									80
ELP Progress	70		61		50		59		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	586
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
73%	83%	76%	84%		75%	68%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities	64%	No		
White Students	73%	No		
Economically Disadvantaged Students	76%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities	78%	No		
White Students	82%	No		
Economically Disadvantaged Students	82%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	78%	No		
Economically Disadvantaged Students	74%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%	79%	57%	53%	89%	79%	76%	79%					
Students With Disabilities	60%				67%								
White Students	73%	78%	58%	53%	88%	79%	73%	80%					
Economically Disadvantaged Students	72%	68%	57%		87%	86%		88%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	77%	70%			90%			93%					
Students With Disabilities	73%				82%								
White Students	77%	68%			91%			92%					
Economically Disadvantaged Students	75%	68%			90%			94%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	71%		69%	62%	80%	82%	83%	84%					
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	70%		70%	67%	80%	83%	91%	83%					
Economically Disadvantaged Students	67%		67%		81%	79%							

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	79%	68%	11%	55%	24%
Ela	4	68%	69%	-1%	53%	15%
Ela	5	73%	69%	4%	55%	18%
Math	3	79%	64%	15%	60%	19%
Math	4	90%	76%	14%	58%	32%
Math	5	97%	78%	19%	56%	41%
Science	5	79%	64%	15%	53%	26%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade reading at 79%. This was our lowest performing area in the 22-23 school year at 62%. This years scores increased 17%. We have had stability in our third grade classroom for the past two years. Teachers worked with reading coach to plan more rigorous lessons that focused on explicit instruction of the standards. Student data was used to pinpoint skill gaps and students were offered a variety of tutoring opportunities including push-in tutoring, before and after school tutoring.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our fourth ELA scores decreased the most. 86% in 22-23 to 68% in 23-24 a decrease of 18%. Our fourth grade teacher thought her students should have and could have performed better. Their STAR scores were significantly higher at 83% for the end of the year. The cohort did increase their scores from 62% as third graders to 68% as fourth graders.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fifth grade ELA scores decreased the most. 100% in 22-23 to 73% in 23-24 a decrease of 27%. Fifth grade still had the highest scores in our district and we attribute the decline in scores to an increase in test rigor. This cohort in fourth grade was at 86%.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Bryceville Elementary and Nassau County are above the state average in every area.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

ESW indicated that 5% (11 students) had a substantial reading deficiency. This is down from 18% the prior year.

Attendance continues to be an area of concern. 42 students or 20% of our student population had attendance below 90%.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Increase ELA proficiency, decrease percentage of students with substantial reading deficiency.

Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

23-24 F.A.S.T. data indicated 4th grade students were 68% proficient in ELA. This cohort had scores of 62% proficiency in 3rd grade. These students were in Kindergarten and first grade during the peak covid years.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We want to increase the 24-25 fifth grade cohort ELA scores to 70%. Additionally we want to increase current fourth grade scores by 3%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor our progress by dissecting our results from the beginning of the year STAR ELA assessment. The STAR assessment is taken quarterly and is a good indicator on how students will perform on the end of year assessment. According to our most recent STAR assessment we have 27% of our 4th grade students performing below the proficiency benchmark and 30% of our 5th grade students performing below the proficiency benchmark.

Our principal and literacy coach have data chats in order to guide teachers through instructional grouping practices. Many students are also served through our MTSS process to help ensure they are successful in the general education classroom.

Person responsible for monitoring outcome

Tammy Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We must first identify students who are performing below the proficiency level. From there, we examine current and additional instructional supports we can implement and put in place for our students. Most students receive multiple doses of instruction throughout the day. Differentiated small group instruction is a primary instructional strategy in which we find great success. The instruction must be standards based, differentiated and based on the Science of Reading research. Additional professional development is also needed to ensure teachers are equipped with the tools and knowledge they need as professionals. Most recently teachers received PD on vocabulary, explicit and scaffolded instruction. For grades K-3, the following Institute of Educational Science (IES) Practice Guide recommendations support our use of explicit, systematic, small group differentiated and scaffolded instruction, Lexia, iReady, and use of the Sonday System: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21> *Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (minimal evidence) *Develop awareness of the segments of sound in speech and how they link to letters. (strong evidence) *Teach students to decode words, analyze word parts, and write and recognize words. (strong evidence) *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (moderate evidence) For Grade 3-5 the following Institute for Educational Science (IES) Practice Guide recommendations support our use of explicit, systematic, small group differentiated and scaffolded instruction, Lexia, Iready, and use of the Sonday System: Providing Reading Interventions for Students in Grades 4-9: <https://ies.ed.gov/ncee/WWC/PracticeGuide/29> *Build Students decoding skills so they can read complex multisyllabic words (strong evidence) *Provide purposeful fluency-building activities to help students read effortlessly (strong evidence) *Routinely use a set of comprehension-building practices to help students make sense of text (strong evidence) *Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information (moderate evidence).

Rationale:

Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.) K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes: Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Four types of classroom assessments: screening, progress monitoring, diagnostic and summative assessment. Three tiers of instruction: Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading. Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction. Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. We must meet our students where they are academically. This will ensure learning gaps are filled while also providing on-grade level instruction. We must also continue to provide professional development for teachers in how to provide quality research based instruction. Teachers must continue to develop skills in the areas of explicit and scaffolded instruction, vocabulary and engagement strategies.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Targeted quality instruction

Person Monitoring:

Tammy Smith

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Targeted in-school support with small group instruction 2. Tiered support as indicated in MTSS 3. After school tutoring of our lower quartile with specific instruction based on area of need. 4. Intervention Time - to support students with specific skills and standards 5. Incorporating a more direct use of the gradual release model in small group instruction, explicit and scaffolded instruction. Additionally provide teachers with opportunities to observe model teachers using these instructional strategies effectively. Diagnostic and progress monitoring data is regularly reviewed three times a year by district administration, school administration, grade level bands, and individual classroom teachers. School administrators will support and monitor implementation of the interventions through classroom walkthroughs, regular data chats, monitoring lesson plans, instructional planning meetings, and MTSS progress monitoring meetings.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current data reveals that we have 20% of students K-5 not attending school at least 90% of the time.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025 school year, the goal at BES is to decrease the number of students that do not

have a 90% attendance rate to 18%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student average daily attendance from FOCUS will be reviewed weekly by our front desk receptionist (attendance clerk) and monthly at our Bobcat Lead Team meeting.

Person responsible for monitoring outcome

Tammy Smith

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Parent communication will be used to bring awareness of attendance policies and to implement student, classroom and school-wide positive incentives regarding attendance.

Rationale:

Chronic absenteeism in elementary school can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year.
www.attendanceworks.org

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Be Present Be Powerful!

Person Monitoring:

Tammy Smith

By When/Frequency:

May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. 2-day absenteeism follow-up call
2. Positive celebrations for students who maintain perfect attendance
3. Increase parent awareness of attendance policy
4. Home visits and parent-teacher conferences regarding poor attendance
5. Tiered system of support including: letters, phone calls and building positive relationships
6. Participation in district attendance initiatives

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Bryceville Elementary analyzes subgroup achievement data to develop our Title I Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP). Both plans are discussed, evaluated, and voted on at our School Advisory Council (SAC) meetings. Our Title I CNA outlines how we plan to fund 1.) student needs (e.g., supplies, paraprofessionals, technology programs), 2.) parent and family engagement needs (e.g., parent nights, parent communication), 3.) curriculum development needs (e.g., data chats, planning days), and 4.) professional development needs (e.g., teacher walkthroughs, B.E.S.T. standards and Benchmark training). The CNA must be developed with participation from individuals that carry out school-wide program plans including teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers, school staff, and district staff. Our CNA is available upon request. A paper copy of our SIP is available in our front office and a digital copy can be viewed on our school's website.

<https://www.nassau.k12.fl.us/domain/336> Both the paper copy and digital copy are referenced on our monthly school calendars, so that all school stakeholders are aware of the various methods of dissemination. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Bryceville Elementary School continually strives to build positive relationships with parents, families, and community stakeholders. To achieve our goal in fulfilling our school's mission for parent and family engagement, we follow a process that starts at our spring School Advisory Council (SAC) meeting. At this meeting, we evaluate the results of our current year's Title I Parent Survey and school-level Parent and Family Engagement Plan (PFEP). Topics of discussion include flexible parent nights and meetings, progress monitoring of students, parent communication, barriers to parent involvement, and professional development to effectively train our staff on bridging the gap between school and home. Additionally, we reflect on parents' survey results indicating if they feel valued, respected, and welcomed at our school. The information gleaned at this meeting, along with insight gathered from weekly collaboration meetings, leadership team meetings, faculty meetings, and parent teacher meetings gives us a comprehensive look into our school's ability to build positive relationships with our school stakeholders. If an area of focus does not meet our level of expectations, we set goals and establish priorities for the upcoming school year and reassess them in the spring. Bryceville Elementary School's PFEP is available on our school website <https://www.nassau.k12.fl.us/Page/2920> and in our front office. Our monthly calendars and newsletters state where this plan can be accessed. Our district PFEP is available on our Nassau County School District website. The Title I Handbook-Desk Reference is disseminated to all families at the start of each school year, and it outlines how to access the district PFEP. Translation services are available upon request for all documentation related to our School-Wide Program Plan.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

Title 1 funds are used to hire additional personnel to assist in the classroom with small group ELA and Math instruction and provide academic remediation. Technology programs such as Lexia Core 5, iReady, and IXL are utilized to strengthen students' phonics, phonemic awareness and comprehension skills as well as math skills. School-wide tutoring and intervention programs are also in place to provide additional intervention and remediation.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Bryceville Elementary School-Wide Program Plan is developed with participation from teachers, administrators, parents, and as appropriate, pupil services personnel, technical assistance providers,

school staff, and district staff. We work with our Title I department and Food Service department to determine our school's free and reduced lunch count, which dictates our Title I allocation. Bryceville Elementary School and the Title I department work closely with other federal programs, including Title II and Title III to pinpoint staff development opportunities and to improve the achievement of our ELL student population. We collaborate with Head Start programs to effectively transition our preschool children to kindergarten. We work with our Director of Intervention Prevention, and Safety Services to ensure interventions are in place for our homeless students, foster care students, and neglected and delinquent students. We collaborate with our ESE department to provide specially designed instruction to meet the unique needs of our students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The district receives funds through the Mental Health Assistance Allocation (MHAA) to provide mental health support services. Mental health staff engage with students using the system of care process or the problem-solving team process to offer in-school support and connect students with community resources. In-school supports are monitored through the multi-tiered system of supports (MTSS). Interventions in resiliency, life skills, and mental health may include check-in check-out, Zones of Regulation, and cognitive-behavioral techniques, among others.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

The LEA will ensure a variety of strategies are being implemented to increase student access to early college. We have an AVID program at one of our high schools, which instills strategies grades nine through twelve. As a secondary elective, AVID classes focus on college and career readiness. A major goal of these classes is to increase students' SAT, ACT, and college readiness scores, so that they are prepared to enter four-year universities. Another initiative in Nassau County involves taking high school students to college universities throughout the southeast. This inspires our students to look outside our community. In addition to these strategies, we encourage and advocate for dual enrollment, career counseling, shadowing of local businesspeople, and interviews with local business people. We also partner directly with Florida State College of Jacksonville to provide post-secondary opportunities for our students in both College and Career dual enrollment. The Nassau County School District hosts a college and career fair annually to promote post-secondary opportunities for students. We provide industry certification courses that tie to dual enrollment articulation with local and state colleges. This allows our students to leave campus, expand their interactions with industry professionals, and receive academic credit. Along with industry certification courses, we bring in industry professionals to come to our schools to do presentations.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The district uses the PBIS model in all its schools as a Tier 1 approach for prevention. The Multi-Tiered System of Supports (MTSS) is a data-driven process that provides support to both teachers and students by offering effective, research-based behavior and behavioral health instruction and interventions at the classroom/school-wide level, for small groups of students, or for individual students. Problem-solving teams use a 4-step problem-solving model to analyze data, identify problems, develop action plans, and monitor outcomes. If a disability is suspected during the data review process, the problem-solving team will recommend an evaluation to determine if the student may need specialized instruction to access the educational environment.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Our LEA comingles Title I funds with other state and federal programs including Title II, Title III, Title IV, and IDEA to ensure we provide professional learning activities for our teachers, paraprofessionals, and other school personnel to improve instruction. Teachers have participated in professional learning in the following areas: behavior management, resiliency, explicit instruction for ELA and math, new teacher orientation programs, mentoring, vocabulary, science textbook training, and writing. We work closely with our Coordinator of Student Services & Assessments to ensure staff are trained to analyze data and use it to drive instruction. We work alongside our Human Resources Department to recruit and retain effective teachers, particularly those in high needs subjects. Annually, schools participate in a recruitment fair to hire qualified applicants early. This year Nassau County will be working with our educational consortium, NEFEC, to provide teachers needing to obtain certification a PLCP (Professional Learning Certification Program).

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Our LEA assists parents in effectively transitioning their preschool children to kindergarten by:

1. Inviting local prekindergarten students to a kindergarten orientation at the end of each school year. At the orientation, there is a parent meeting where information and literature about preparing for kindergarten is disseminated and questions are welcomed. Students and parents are taken on a campus tour where they are introduced to important personnel, taken through the lunch line, and

boarded onto a school bus.

2. Sending postcards to welcome students to school and invite them to the “Back to School Meet and Greet.” At this event, students meet their teacher, see their new classroom, and become acquainted with the school environment in preparation for the first day of school.

3. Assessing students on STAR Early Literacy to determine their abilities. This data is shared with parents and is used to drive differentiated instruction, so that a smooth transition into school academics ensues.

During June 2024, we hosted a Kinder Readiness camp at each Title I kindergarten school site. We offered the program to all students who were enrolled in kindergarten the upcoming school year. The program consisted of four half-days of instruction. Students rotated between teachers and worked on hands-on activities in ELA and math, which gave them a snapshot of school life. We had over one-hundred fifty students in attendance.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00